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IDENTIFIERS *Elementary Secondary Education Act Title I; ESEA Title I

ABSTRACT

The cards in this file are representative samples of the types of activities developed by teachers involved in a Title I funded learning center of multi-cultural classroom activities for elementary school students. The five cultures that are studied are those of blacks, Asian Americans, native Americans, Mexican Americans, and Anglos. A multi-media approach is used in the classroom, and the activities described on these cards are part of a program which includes films, filmstrips, tapes, field trips, etc. Activities are divided into five areas: reading and language arts, cooking, arts and crafts, math, and music and dance. Listed under these five areas are thirty-eight activities, some of which include puzzles, types of poetry, how to make groundnut soup, early American recipes, food for the pioneers, African beads, Indian pottery, Japanese carp kits, Oriental block prints, counting triangles, the limbo dance, the Mexican national folk dance, the China poblana costume, and others. (Author/AM)

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ACTIVITY FILE of LEARNING CENTER and CLASSROOM MULTICULTURAL ACTIVITIES

The cards in this file are representative samples of the types of activities developed by the teachers involved in the project at Fremont Elementary School. The activities were developed by:

Malu Carrizales	Warren Ewing
Pat Dahlberg	Laura McKinney
Bob Evans	Ken Smith

A multi-media approach was used in the classroom; thus, the activities described on these cards were part of a program which included films, filmstrips, tapes, field trips, etc.

An accompanying pamphlet describes the goal and contents of the dissemination procedure which includes:

- a multicultural manual
- a slide-tape multicultural program
- a filmstrip and cassette for each of the five cultures studied: Black, Asian American, Native American, Mexican American and Anglo.

The file was compiled by Linda Lenertz, Educational Materials Specialist.

The project was funded under an Elementary and Secondary Education Act (ESEA), Title I, Part B, Incentive Grant.

UD 015753

Riverside Unified School District
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THE UNDERGROUND RAILROAD

> "A slave ran North, chased by his master. He jumped into the Ohio River, and swam for the other shore; his master was already in sight. The master found a boat and rowed after him. On the other side, the master stopped in amazement. The slave could not be found. In fury, the master returned South. 'He must have found an underground road,' the master said. The story spread far and wide among slaves--an underground road...the slave had disappeared...a way to freedom."[1]

The Underground Railroad was neither underground nor a railroad; instead it was a series of hiding places where slaves could stay on their way north to freedom. Extraordinary courage was required of both "conductors" and "passengers." The conductors led the fugitive slaves from station to station, hiding place to hiding place, knowing all the while that capture could mean loss of home or even loss of life. Passengers often traveled in disguises and in the darkness of night. The law said that conductors could be killed on sight. Lawmen often used vicious bloodhounds to track the slaves.

Humane men and women, Black and White working together, helped perhaps as many as 100,000 slaves flee to the North between 1810 and 1850. There were more than 3,200 active workers in the Underground Railroad.

[1] Black America--Yesterday and Today, David C. Cook Publishing Co., 1969 Elgin, Ill. 60120 USA

"UNDERGROUND RAILROAD" PUZZLE

Can you find these words from the story in the puzzle below? They may be horizontal, vertical, diagonal or backwards, and they may overlap. Good Luck!

freedom	slaves	disguises	railroad
station	courage	fugitive	
conductors	underground	bloodhounds	

a	l	c	e	f	e	i	h	e	v	i	t	i	g	u	f
f	r	e	e	d	o	m	b	o	i	r	q	p	t	f	q
m	o	b	k	j	d	g	d	n	h	s	r	q	s	w	r
s	r	o	t	c	u	d	n	o	c	t	c	a	d	a	x
a	n	b	c	d	f	p	c	m	g	v	u	b	i	e	b
s	t	a	t	i	o	n	a	a	m	t	e	r	s	d	c
k	b	l	o	o	d	h	o	u	n	d	s	n	g	s	s
j	i	u	t	h	g	q	e	l	n	a	p	m	u	t	e
s	r	o	p	s	r	u	f	u	f	o	l	o	l	u	v
w	v	z	n	l	w	t	o	i	k	r	w	x	s	v	a
t	q	u	m	z	v	r	g	j	j	l	u	k	e	a	l
w	x	v	y	b	g	x	h	k	e	i	y	z	s	g	s
x	c	y	d	r	y	z	s	t	l	a	b	l	j	z	d
e	f	g	e	a	a	a	c	o	u	r	a	g	e	h	y
k	n	d	h	o	v	z	r	u	m	k	m	h	g	b	x
j	n	i	q	s	w	p	q	o	d	n	l	v	f	w	c
u	l	m	p	r	x	y	b	c	n	p	o	l	j	e	d

"UNDERGROUND RAILROAD" PUZZLE

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a	l	c	e	f	e	i	h	e	v	i	t	i	g	u	f
f	r	e	e	d	o	m	b	o	i	r	q	p	t	f	q
m	o	b	k	j	d	g	d	n	h	s	r	q	s	w	r
s	r	o	t	c	u	d	n	o	c	t	c	a	d	a	x
a	n	b	c	d	f	p	c	m	g	v	u	b	i	e	b
s	t	a	t	i	o	n	a	a	m	t	e	r	s	d	c
k	b	l	o	o	d	h	o	u	n	d	s	n	g	s	s
j	i	u	t	h	g	q	e	l	n	a	p	m	u	t	e
s	r	o	p	s	r	u	f	u	f	o	l	o	i	u	v
w	v	z	n	l	w	t	o	i	k	r	w	x	s	v	a
t	q	u	m	z	v	r	g	j	j	l	u	k	e	a	l
w	x	v	y	b	g	x	h	k	e	i	y	z	s	g	s
x	c	y	d	r	y	z	s	t	l	a	b	i	j	z	d
e	f	g	e	a	a	a	c	o	u	r	a	g	e	h	y
k	n	d	h	o	v	z	r	u	m	k	m	h	g	b	x
j	n	i	q	s	w	p	q	o	d	n	l	v	f	w	c
u	l	m	p	r	x	y	b	c	n	p	o	i	j	e	d

HARRIET TUBMAN

1820-1913

Harriet Tubman was born a slave. When Harriet was 24, she was warned that she was about to be sold. That very night she ran away to the house of a woman who had once told her, "If you ever need help, come to me." Thus, Harriet had found her way to the Underground Railroad. It was neither underground nor a railroad; instead it was a series of hiding places in homes, hay-stacks, fields, and other spots to help the slaves escape to the North. After days and days of hiding, Harriet finally reached Pennsylvania, a free woman.

Others, including many of Harriet's family, were still slaves, so Harriet became part of the Underground Railroad to help slaves escape to the North. The words "Go down, Moses, way down in Egypt's Land" would announce her arrival at the plantations. She became known as the "Moses" of her people. Harriet helped over three hundred slaves escape to freedom. When the Fugitive Slave act was passed, her passengers were no longer safe even in the North, so she began taking them all the way to Canada. A reward of $40,000 was offered for the capture of Harriet Tubman--dead or alive. She died at the age of 93. On her tombstone one can find the following words: "With rare courage she led over three hundred Negroes up from slavery to freedom...She braved every danger and overcame every obstacle."

"I've seen hundreds and hundreds of slaves who finally got to the North and freedom. But I never yet saw one who was willing to go back South and be a slave."
--Harriet Tubman.

HARRIET AND THE PROMISED LAND

by Jacob Lawrence

New York: Simon & Schuster, Grades 2-6

Harriet, harriet,
Born a slave.

Work for your master
From your cradle
To your grave.

Harriet, clean,
Harriet, sweep,
Harriet, rock
The child to sleep.

Harriet, hear tell
About the Promised Land,
How Moses led the slaves
Over Egypt's sand.

How Pharaoh's heart
was hard as stone.
How the Lord told Moses
He was not alone.

Harriet, Pray
To the Lord at night
For strength to free your people
When the time is right.

Harriet, grow bigger,
Harriet, grow stronger,
Harriet, work harder,
Harriet, work longer.

Then.....
Harriet got the sign
That the time was right.
She cried, "Brothers! Sisters!
I'll lead you tonight!"

The North Star shone
To light Harriet's way,
And they marched by night,
And they slept by day.

Some were afraid,
But none turned back,
For close at their heels
Howled the bloodhound pack.

A snake said, "Hiss!"
An owl said, "Whoo!"
Harriet said, "We are
Coming through!"

A runaway slave
With a price on her head,
"I'll be free," said Harriet,
"Or I'll be dead!"

She said, "Believe in the Lord!"
She said, "Believe in me!"
She said, "Brothers! Sisters!"
We're going to be free!"

They slept in a barn
With the barnyard fowl.
And Harriet kept watch
Like a barnyard owl.

Good people gave
Them food to eat
And a chance to rest
Their weary feet.

They gave Harriet chickens
To disguise
The runaway slave
From spying eyes.

Then the north wind howled
Like a bloodhound pack.
But none were afraid
And none turned back.

Harriet led them 'cross the snow
Toward the Promised Land
As Moses led his people
'Cross the burning sand.

They marched through the cold,
They marched through the heat.
And the only sound
Was their marching feet.
Now they marched by day,
Now they marched by night,
Still the Promised Land
Was not in sight.
Now Harriet grew weary
And sick at heart.
Now the Lord
Sent Harriet
A chariot!

The chariot was sent
By the Lord's Own Hand,
And Harriet rode the chariot
To the Promised Land!

WHO CAN BE PRESIDENT?

Would you like to be President of the United States when you grow up? You may have as good a chance as the next boy or girl.

Anyone who is a natural-born citizen of the United States, who is at least thirty-five years old, and who has lived in this country for at least fourteen years can hope to be president. These three tests are the only ones set forth in the Constitution. If you pass them all, you have the same right to try for the job as anyone else. Whether you get it is up to the people who do the voting.

If you are elected, your term will start on some future January 20th and end just four years later. But you can be re-elected, if the voters want you.

George Washington thought that two terms--eight years--was a long enough time for any man to be president. Until Franklin D. Roosevelt was elected to a third and then a fourth term, no president had served more than two full terms in office.

When you take office, in a ceremony called the inauguration, you will repeat the oath written in the Constitution. It goes like this: "I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect, and defend the Constitution of the United States."

The President of the United States

The Executive Branch of our Government

The highest officer of our land is the President. The Constitution tells about the qualifications for the President and what his duties are. Use the story Who Can Be President? and a history book or a reference book with a copy of the Constitution to answer the following questions. (Article Two, of the Constitution and Amendment XXII (22) tells about the Presidency.)

1. How long is a President's term of office? _____

2. How many times may one person be elected President? _____

3. How old must a man be to become President? _____

4. Can a foreign-born, naturalized citizen become President? _____

5. In his oath of office, what does the President promise to do? _____

_____

_____

_____

6. What powers does the President have? Write four of them. _____

_____

_____

_____

_____

7. May the President be removed from his office? _____

For what reasons? _____

_____

Many noted men have filled the Presidency of the United States. Write the names of some of our Presidents.

_____

_____

_____

_____

_____

CAN YOU FIND THE LAST NAMES OF THE PRESIDENTS LISTED BELOW? THEY MAY BE HORIZONTAL, VERTICAL, DIAGONAL AND BACKWARDS; THEY MAY OVERLAP. CIRCLE ALL OF THE NAMES YOU CAN FIND. GOOD LUCK!

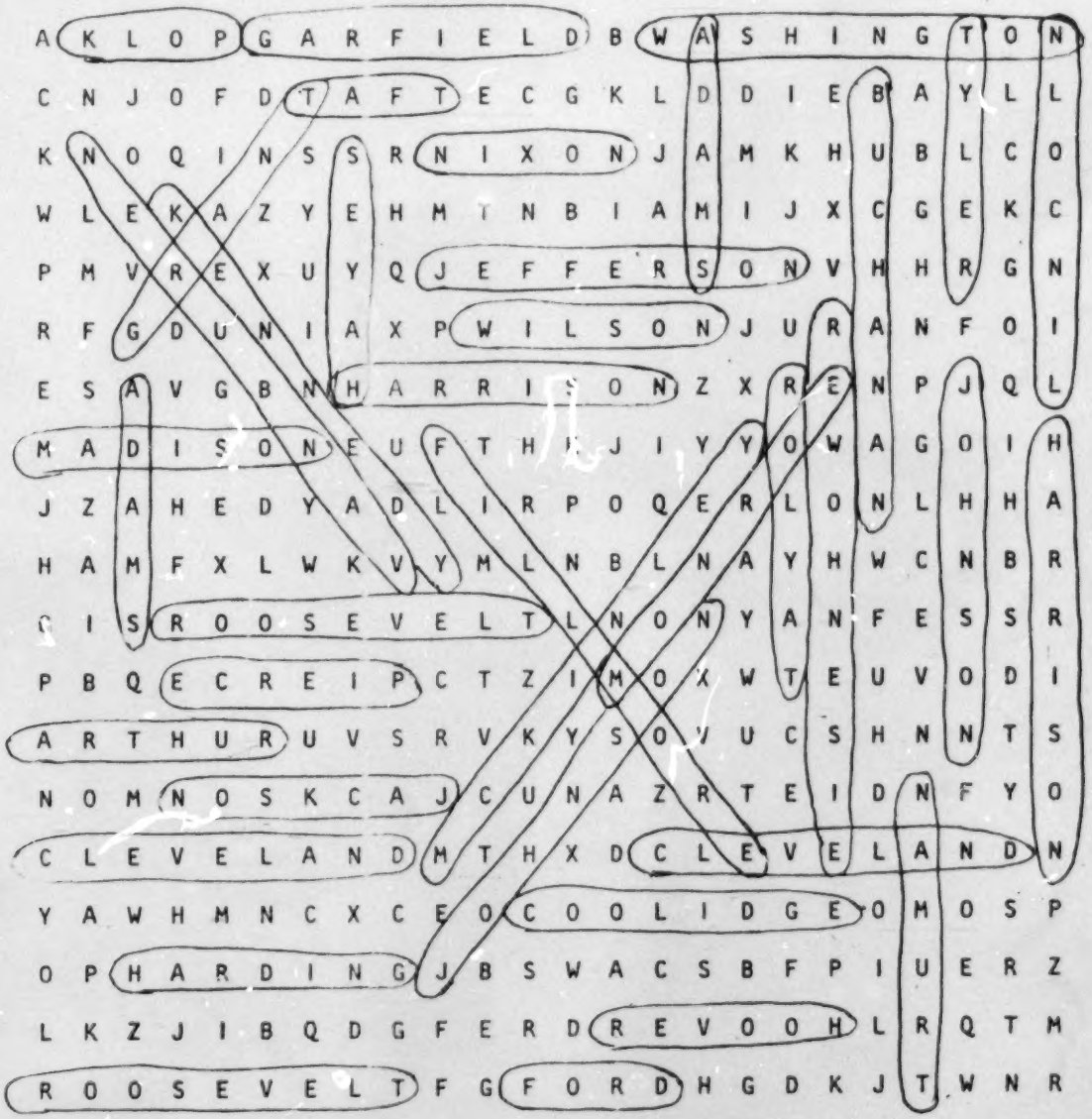
A K L O P G A R F I E L D B W A S H I N G T O N
C N J O F D T A F T E C G K L D D I E B A Y L L
K N O Q I N S S R N I X O N J A M K H U B L C O
W L E K A Z Y E H M T N B I A M I J X C G E K C
P M V R E X U Y Q J E F F E R S O N V H H R G N
R F G D U N I A X P W I L S O N J U R A H F O I
E S A V G B N H A R R I S O N Z X R E N P J Q L
M A D I S O N E U F T H K J I Y Y O W A G O I H
J Z A H E D Y A D L I R P O Q E R L O N L H H A
H A M F X L W K V Y M L N B L N A Y H W C N B R
G I S R O O S E V E L T L N O N Y A N F E S S R
P B Q E C R E I P C T Z I M O X W T E U V O D I
A R T H U R U V S R V K Y S O V U C S H N N T S
N O M N O S K C A J C U N A Z R T E I D N F Y O
C L E V E L A N D M T H X D C L E V E L A N D N
Y A W H M N C X C E O C O O L I D G E O M O S P
O P H A R D I N G J B S W A C S B F P I U E R Z
L K Z J I B Q D G F E R D R E V O O H L R Q T M
R O O S E V E L T F G F O R D H G D K J T W N R

George Washington
John Adams
Thomas Jefferson
James Madison
James Monroe
John Quincy Adams
Andrew Jackson
Martin Van Buren
William Henry Harrison
John Tyler
James Polk
Zachary Taylor
Millard Fillmore

Franklin Pierce
James Buchanan
Abraham Lincoln
Andrew Johnson
Ulysses S. Grant
Rutherford B. Hayes
James Garfield
Chester A. Arthur
Grover Cleveland
Benjamin Harrison
Grover Cleveland
William McKinley
Theodore Roosevelt

William H. Taft
Woodrow Wilson
Warren Harding
Calvin Coolidge
Herbert Hoover
Franklin D. Roosevelt
Harry S. Truman
Dwight D. Eisenhower
John F. Kennedy
Lyndon Johnson
Richard M. Nixon
Gerald Ford

CAN YOU FIND THE LAST NAMES OF THE PRESIDENTS LISTED BELOW? THEY MAY BE HORIZONTAL, VERTICAL, DIAGONAL AND BACKWARDS; THEY MAY OVERLAP. CIRCLE ALL OF THE NAMES YOU CAN FIND. GOOD LUCK!


A K L O P G A R F I E L D B W A S H I N G T O N
C N J O F D T A F T E C G K L D D I E B A Y L L
K N O Q I N S S R N I X O N J A M K H U B L C O
W L E K A Z Y E H M T N B I A M I J X C G E K C
P M V R E X U Y Q J E F F E R S O N V H H R G N
R F G D U N I A X P W I L S O N J U R A N F O I
E S A V G B N H A R R I S O N Z X R E N P J Q L
M A D I S O N E U F T H J I Y Y O W A G O I H
J Z A H E D Y A D L I R P O Q E R L O N L H H A
H A M F X L W K V Y M L N B L N A Y H W C N B R
C I S R O O S E V E L T L N O N Y A N F E S S R
P B Q E C R E I P C T Z I M O X W T E U V O D I
A R T H U R U V S R V K Y S O V U C S H N N T S
N O M N O S K C A J C U N A Z R T E I D N F Y O
C L E V E L A N D M T H X D C L E V E L A N D N
Y A W H M N C X C E O C O O L I D G E O M O S P
O P H A R D I N G J B S W A C S B F P I U E R Z
L K Z J I B Q D G F E R D R E V O O H L R Q T M
R O O S E V E L T F G F O R D H G D K J T W N R

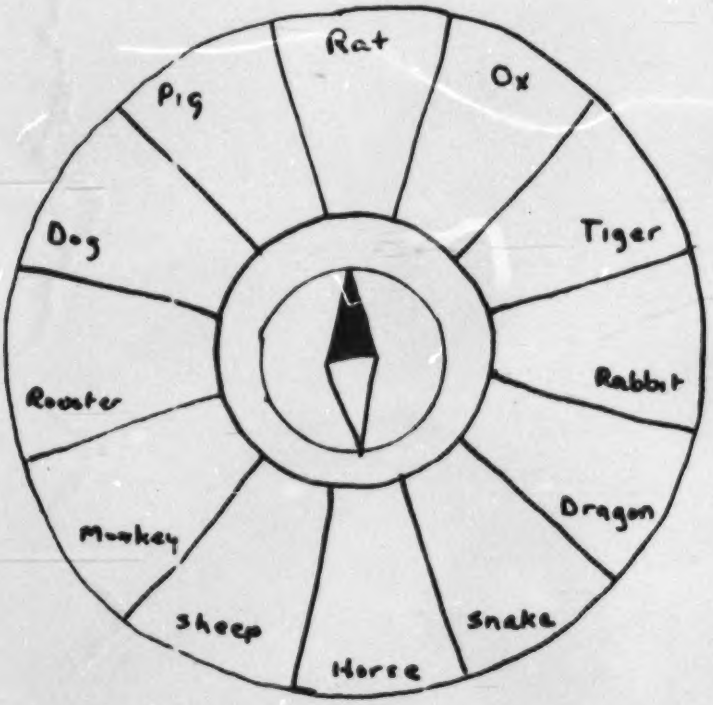
George Washington
John Adams
Thomas Jefferson
James Madison
James Monroe
John Quincy Adams
Andrew Jackson
Martin Van Buren
William Henry Harrison
John Tyler
James Polk
Zachary Taylor
Millard Fillmore

Franklin Pierce
James Buchanan
Abraham Lincoln
Andrew Johnson
Ulysses S. Grant
Rutherford B. Hayes
James Garfield
Chester A. Arthur
Grover Cleveland
Benjamin Harrison
Grover Cleveland
William McKinley
Theodore Roosevelt

William H. Taft
Woodrow Wilson
Warren Harding
Calvin Coolidge
Herbert Hoover
Franklin D. Roosevelt
Harry S. Truman
Dwight D. Eisenhower
John F. Kennedy
Lyndon Johnson
Richard M. Nixon
Gerald Ford

THE CHINESE CALENDAR

According to an ancient legend, Lord Buddha once invited all the animals to a great meeting, but only twelve animals came. To honor these animals, Buddha named a special year after each one. This became the Chinese "twelve-year cycle." The cycle begins with the Year of the Mouse. Next is the year of the Ox. Then comes the Year of the Tiger, the Rabbit, the Dragon, the Serpent, the Horse, the Sheep, the Monkey, the Cock, and the Dog. Last comes the Year of the Pig. Then the cycle starts all over again.



The Chinese calendar is based on the lunations of the moon--the period from one moon to the next, which averages 29 days, 12 hours, 44 minutes and 28 seconds. This lunar year doesn't correspond with the solar year which governs the seasons. To compensate for the difference, the Chinese add an extra month twice every five years--or seven times in 19 years. We add an extra day in February every four years.

Can you add the Chinese characters below to the calendar above?

戌 Dog　午 Horse　丑 Ox　卯 Rabbit　酉 Rooster　巳 Snake
辰 Dragon　申 Monkey　亥 Pig　子 Rat　未 Sheep　寅 Tiger

TOTEM

A totem is a sign of a special god or spirit that is supposed to belong to a particular person, family, or tribe. Among some primitive peoples, including some tribes of American Indians, there was a division of the tribe into different groups and each group was represented by some animal or plant. This animal or plant was its totem, the spirit or minor god of that group.

The group usually painted pictures of the totem on its house or tent, and a few carved totem poles with pictures of the spirit. Sometimes the family worshipped the totem, but usually it did not.

Totems that belonged to a particular person acted as the guardian spirit and helper of that individual. A common way to acquire a personal totem was for a young man or woman to dream of an animal or plant during special ceremonies.

It is not known when or why totemism began, but it is known throughout the world. Some scientists believe its purpose was to prevent too many marriages within a family or group. The rule would be that each young man and women would have to marry someone from a different totem group.

RIVERSIDE COUNTY INDIANS

Background Information:

Riverside County Indian tribes were:	Gabrielinos) Luisenos) from San Gabriel and San Diquenos) Luis Rey Missions Cahuillas Agua Calientes
Homes:	thatched huts, caves
Clothing:	made mostly from fibers and rabbit skins
Food:	didn't plant, weren't farmers--were gatherers (berries, honey, plants, etc.) acorns, staple food
Hunting:	bows and arrows, snares (from fibers), nets, forked rabbit sticks
Pottery:	from red clay--ugly but serviceable
Baskets:	gorgeous--no two designs alike, mark on bottom of basket made by designer--were in great demand for trade with other Indians.
Jewelry:	gem stones, bones, rabbit feet, deer hooves, shells (traded)
Games, Music:	Wooden flutes and rattles their only instruments. Cat's cradle, jacks, hoops; loved to gamble--used flat wooden dice.
Religion:	"Chungkishnish"--Milkway was heaven cremation, mourning idols--burned 1 year after person's death.
Puberty Rites:	Hallucinogenic drugs for boys putting handprints and signs on cave walls for girls.
Conservation:	great ecologists--used <u>every</u> part of animal slain used thistle "fluff" for disposable diapers--were biodegradable.

LOCAL LUISENO INDIANS

The local Luiseno Indians chose to live within the laws of nature rather than seeking to transform the environment as did later immigrants to California. As conservationists, the Indians did not waste food. They used all of their kill: bones, skin, and meat; and they left healthy animals for future years.

Because the Riverside area had a warm climate, the Indians wore little clothing. Women wore skirts of bark and milkweed fiber. In winter, capes and robes of rabbit fur and deer skin kept the Indians warm. Sleeping mats were placed on the floor. The baby cradle consisted of a stick frame with a basket hood, belt, and mattress.

Jewelry came from the natural: bones, stones, seashells. Glass beads were traded by the Spaniards who brought them from Venice. Sticks of bone and wood and strings of beads were worn in pierced holes in the nose and ears.

The flat clam shell became the money exchange. Eight yards of shell was worth about one dollar.

Although life was difficult, there was some time for music. Also, the Indians played small whistles and rubbed a bone, producing a rasping sound.

Races were held with two teams of two players. The teams struck or kicked a tree-burl for a mile course.

Cat's Cradle is common throughout the world. Local Indians were especially proficient at creating difficult combinations. All gambling games had both traditional and spiritual significance.

Quince is a gambling game, played with four sticks. Like dice, the sticks were thrown for different combirations. All gambling games had both traditional and spiritual significance.

Peon was the most important game. Eight players were divided into two teams. One team of four held a small stick or bone in each hand. The opponents tried to guess which hands held a small stick or bone in each hand. The opponents tried to guess which hands held the marked stick. Teams sought to confuse each other. Much betting was held especially when the game was played between villages.

Ring and Pin. Here a player tried to catch as many rings as possible on the stick. Rings were usually made of acorn cups but these are squash rinds.

LOCAL LUISENO INDIANS

Use the story to fill in the following blanks:

1. The Luiseno Indians lived in the _____ area.
2. Skirts for the women were made of _____ and _____ fiber.
3. Luiseno Indians enjoyed many kinds of _____ games.
4. For money, the Luiseno Indians used _____.
5. Because the Indians did not waste any food, they were known as _____ _____.

Unscramble the following words from the story; then use each of the words in a sentence.

1. onrca
2. reed nkis
3. euantr
4. caser
5. saetkb

Fill in the blanks below to make important words found in the story.

1. Q _ _ _ c _
2. _ e _ _ _ r y
3. _ _ _ i c
4. _ _ _ _ l a r d _
5. s _ _ s h _ _ l _

LOCAL LUISENO INDIANS

ANSWER SHEET

Use the story to fill in the following blanks:

1. Riverside
2. bark
   milkweed fiber
3. gambling
4. clam shells
5. conservationists

Unscramble the following words from the story; then use each of the words in a sentence.

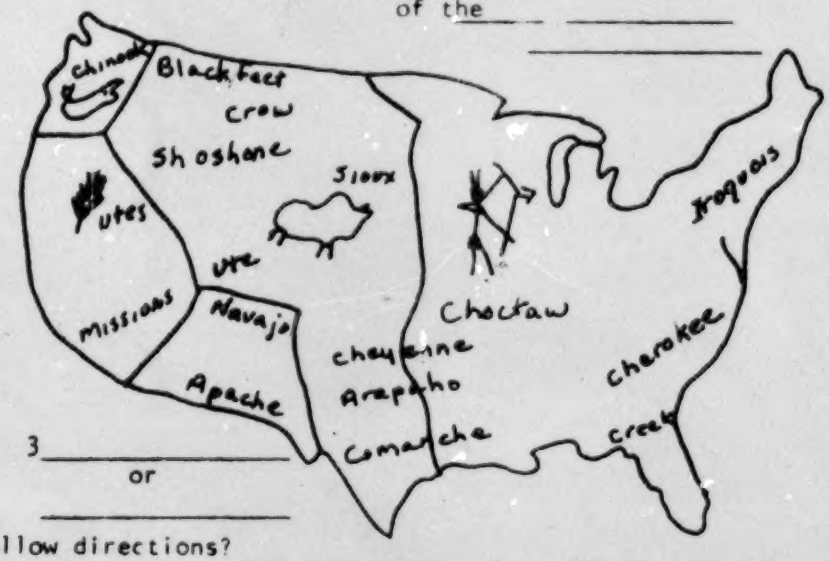
1. acorn
2. deer skin
3. nature
4. races
5. basket

Fill in the blanks below to make important words found in the story.

1. Quince
2. Jewelry
3. Music
4. Spaniards
5. Seashells

INDIAN TRIBES

The map shows, looking from east to west, the areas of the United States occupied by the Indians of the Eastern Woodlands, the Plains Indians, the Desert or Pueblo Indians of the Southwest, the California Indians, and the Northwest Coast Indians. Can you label each of the areas below correctly?



How well can you follow directions?

1. Draw an orange circle around the name of the tribe found in the Washington State area.

2. Color green the area of the Pueblo Indians.

3. If "Cheyenne" comes before "Comarche" in the dictionary, color the buffalo red; if not, color it green.

4. Draw a black square around the name of the Indians located in the Southern California area.

5. Draw a yellow line from the westernmost Indian tribe to the easternmost Indian tribe.

6. Use a red crayon to circle the name of a tribe that rhymes with "seek".

7. Draw a green line from the tribe name that is a bird to the tribe name that is a building.

8. Which of the tribal areas on the map is the largest? Draw polka-dots on the largest area.

Three Types of Poetry

I. Haiku

Rules for Haiku:

1. Haiku is composed of 3 lines with a total of 17 syllables.

   Line 1 - 5 syllables
   Line 2 - 7 syllables
   Line 3 - 5 syllables

2. Each word must be completed in its line.

3. Thoughts and phrases can continue to the next line, or begin in the middle of a line.

4. Haiku does not rhyme.

5. Haiku often deals with inner feelings about nature and the seasons of the year.

   Example: Winter brings soft snow
   It also brings cool breezes
   And sometimes snowstorms

II. Cinquain

Cinquain has a very simple structure; this type of French poetry is pronounced "sin-cane." "Cinq" is the French word for "five;" thus, this type of poetry has five lines.

Line 1 - noun, one word	1. Rain
Line 2 - descriptive words, adjectives - two words	2. Cold, gray
Line 3 - action, verbs - three words	3. Falling very hard
Line 4 - feeling, four words	4. It makes me sad.
Line 5 - synonym for first word, one word	5. Storm

III. Limericks

A limerick is a five-line nonsense verse in which lines one, two and five are long and rhyme and lines three and four rhyme with each other and are short.

"There was an old man with a beard
Who said, "It is just as I feared!
Two Owls and a Hen,
Four Larks and a Wren,
Have all built their nests in my beard." --Edward Lear

GROUNDNUT SOUP

Peanuts are an important crop, especially in the warm regions of the world. Farmers harvest between 17 million and 20 million tons of peanuts a year. African and Asian farmers grow about 4/5 of the world's peanuts. Leading peanut-growing countries include India, China, The U.S., Nigeria, Brazil and Senegal. The leading peanut-growing states are Georgia, Texas, North Carolina, Alabama, Virginia, Oklahoma and Florida.

Peanuts are one of the most nutritious of all vegetable foods. About half the seed is oil, giving it a very high energy value. There is more protein in peanuts than there is in the same weight of steak or ham. Their starch content is low. Peanuts are rich in the vitamin B compiex, especially thiamin and niacin.

Peanut butter was first made in 1890 by a doctor in S. Louis. He recommended it for infants and invalids as a nutritious, easily digested, high-protein food, low in carbohydrates.

In Nigeria, when it's time for "chop," it's time for food--that's what "chop" means. One food that grows easily in this tropical country is the groundnut, or peanut as we call it. Protein-rich groundnuts are eaten in many ways: raw, roasted, boiled, pressed into cooking oil, and ground into butter. They're put into spicy stews, as well as into simple soups like "groundnut soup."

One large tomato
One large potato
One medium onion
2 cups water
One beef boullion cube
One tsp. salt
½ cup milk
2 T. rice
1 cup shelled and salted, roasted peanuts (or ½ cup crunchy peanut butter)

Peal potato and onion. Dice potato and tomato and onion into small pieces. Place in saucepan with two cups water and boullion cube and salt. Boil mixture gently for 30 minutes.

Chop peanuts into small pieces with knife. Put nuts in bowl to combine with milk. If using peanut butter, mix with milk till smooth. Add peanut mixture and rice to potato, tomato, onion and water. Mix with spoon. Lower heat. Simmer for 30 minutes.

GROUNDNUT SOUP

Use the story to fill in the blanks below. Then use the bottom of this page to write down the letters which appear in the circles. Unscramble the letters to find a word which was an important part of our lesson today!

¡BUENA SUERTE!

1. Peanuts are high in _ _ _ _ _ _ _ _.
2. About half of the peanut is _ _ _.
3. In Africa the peanut is called a _ _ _ _ _ _ _ _ _ _.
4. Peanuts grow in areas of the world which have _ _ _ _ temperatures.
5. Farmers in Africa and _ _ _ _ _ grow most of the world's peanuts.
6. Peanuts are very _ _ _ _ _ _ _ _ _ _ _.
7. Peanuts have a very high _ _ _ _ _ _ _ value.

ANSWER SHEET

Groundnut Soup Puzzle

1. p(r)o t e i n
2. o(i)l
3. (G)r o u n d n u t
4. w(a)r m
5. A s(i)a
6. (n)u t r i t i o u s
7. e n(e)r g y

Key word: N i g e r i a

MAPLE SYRUP AND MAPLE SUGAR

Before there were any white settlers in North America, the Indians knew how to make maple syrup and sugar from the sap of maple trees. Early in the spring the Indians tapped the trees. They gashed them with their tomahawks, put a reed or a piece of grooved bark in for a spout and caught the sap in a trough or birch-bark dish. The sap was reduced to a thick, dark syrup by dropping hot stones into it.

The white settlers learned from the Indians how to make maple syrup and maple sugar. Maple sugar was often the only sugar the settlers could get.

The sugar maple lives a long time. It is easy to grow, but it grows slowly. The trees are not ready to be tapped until they are about forty years old and about twelve inches in diameter. One tree, well over 200 years old, was found showing the marks of gashes from an Indian tomahawk, signs of holes bored 1½" wide and finally the marks of very recent holes 7/16" wide. During the winter the starch that the tree made during the previous summer and stored in its roots is turned to sugar. In early spring sap begins to rise in the trees, gathering sugar with it. A hole is bored in the tree trunk, a spout is driven in and a bucket is hung on it to collect the sap.

The maple trees tapped for maple sap are all native to North America. In the United States the leading producer of maple sugar and syrup is the

state of Vermont. Most of the Canadian crop comes from Ontario and Quebec. The maple tree is so important in Canada that they have adopted the maple leaf as their national emblem. In the center of Canada's flag is a red maple leaf--a symbol of Canada's many maple trees. Snow is still on the ground when everyone begins to collect the sweet liquid from the maple trees. The sap is gathered and boiled down into maple syrup. As a special treat, the hot syrup is poured over fresh snow. It cools to a waxy, taffy-like substance, which grown-ups and children like to eat. For those who want to eat lost of "maple snow", sour pickles are served. These cut the sweetness, so the eaters can go right back to enjoying more "maple snow".

MAPLE SNOW RECIPE

Ingredients

1 cup of clean snow or 1 tray of ice cubes

½ cup maple syrup

Equipment

pan or bowl
measuring cup
saucepan
4 small paper cups
tablespoon

How To Make:

1. Fill a pan with snow. Be sure it is clean. Have all your ingredients ready before you bring in the snow, so it doesn't have time to melt. If there isn't any snow, make crushed ice. An easy way to do this is to wrap a few cubes of ice at a time in a kitchen towel and pound them with a heavy object, such as a rolling pin. Put the crushed ice in a bowl. Continue until all the cubes are crushed.

2. Heat the maple syrup in the saucepan over low heat for about two minutes until it is warm. Remove it from the heat.

3. Fill each paper cup with enough snow or ice to make a rounded top.

4. Drop a tablespoon or more of maple syrup on top of the snow or ice.

"MAPLE SNOW" PUZZLE

DIRECTIONS: Use the information in the "Maple Syrup Story" to write the answers to the questions below. Next, copy the letters that are in the ANSWER COLUMN onto the dashes with matching numbers in the puzzle below. When all of the dashes in the puzzle have been filled in, you will have learned something else about Canada. To start you off, some of the blanks in the puzzle have been filled in for you. GOOD LUCK!

1. symbol on the Canadian flag (2 words)
2. what Canadians eat so they can continue on eating lots of "maple snow" (2 words)
3. From whom did the white settlers learn how to make maple syrup?
4. When are the trees tapped? (2 words)
5. what the Indians dropped into the sap to turn it into syrup (2 words)
6. What did the Indians use to gash the trees?
7. what the Indians used to collect the sap in (2 words)
8. today what the sap is collected in
9. About how many inches in diameter is a tree that is ready to be tapped?
10. In the U.S. the leading producer of maple syrup is the state of_____?

| | | |

ANSWER SHEET TO: Maple Snow Puzzle

1. Maple Leaf
2. sour pickles
3. Indians
4. early spring
5. hot stones
6. tomahawks
7. birch-bark dish
8. bucket
9. twelve
10. Vermont

STATEMENT ABOUT CANADA:

"The Maple Leaf Forever," a song by Alexander Muir, is known by every Canadian boy and girl.

FOOD FOR THE PIONEERS

Corn and meat were the basic foods of a pioneer family. The family ate corn in some form at almost every meal. The pioneers raised corn as their chief crop because it kept well in any season, and could be used in many ways. After the corn had been husked, the kernals could be ground into corn meal. The settlers used the meal to make mush, porridge, or various kinds of corn bread - ashcake, hoecake, johnnycake, or corn pone. For a special treat, ears of corn were roasted.

The pioneers had no refrigeration, but they knew how to keep meat from spoiling. They cut some kinds of meat into strips and dried them in the sun. They also smoked the strips over a fire. Other meat, especially pork, kept well after being salted or soaked in brine, very salty water.

Salt was in great demand on the frontier for preservation and seasoning food. It brought a high price when traders from the East sold it by the barrel. Instead of paying the high price, some settlers banded together once a year and traveled to a salt lick, where natural salt formed on the ground. Wild animals came there to lick the salt. A trip to a salt lick, no matter what the distance, was worthwhile for the settlers. There was good hunting at the salt lick, and the men took home enough salt to supply the community for a year.

Frontiermen rarely ate fresh fruit and vegetables or dairy products since it was so difficult to grow and almost impossible to keep from spoiling.

EARLY AMERICAN RECIPES:

Marguerites

These are an old-fashioned favorite. Ask your Grandmother if she has made them.

Oven - Set temperature at 400 degrees

12 soda crackers
1 egg white
2 tablespoons sugar
1/8 teaspoon vanilla
1/4 cup chopped nuts

1. Beat egg white until foamy.
2. Gradually add sugar to egg white, beating until stiff.
3. Stir in vanilla and nuts.
4. Place crackers on greased cookie sheet.
5. Spoon egg mixture onto crackers.
6. Bake for 6-8 minutes--just until they're goden brown.

Naples Biscuits

Oven - Set temperature at 375 degrees

1/2 cup flour
1/2 cup powdered sugar
2 eggs

1. Sift together flour and sugar.
2. Beat egg until thick.
3. Beat flour and sugar mixture into the eggs in four parts.
4. Bake in a well-greased 9" square pan.
5. Bake for 15 minutes.
6. Cool and cut into small cakes, (about 12)

Johnnycake

Hotplate
Oven - Set temperature at 400 degrees

Johnnycake came from the name journey cake, a cornmeal bread carried by early travelers when there weren't any inns or restaurants at which to stop.

1 cup cornmeal
2 cups water
1/2 teaspoon salt
1 tablespoon butter or margarine

1. Put cornmeal in a saucepan. Stir in water, salt and butter.
2. Cook over medium heat, stirring constantly, until mixture thickens.
3. Cool.
4. Shape into 2 cakes about 6 inches by 3 inches.
5. Place on a greased baking pan and bake 30 minutes. Serves 4

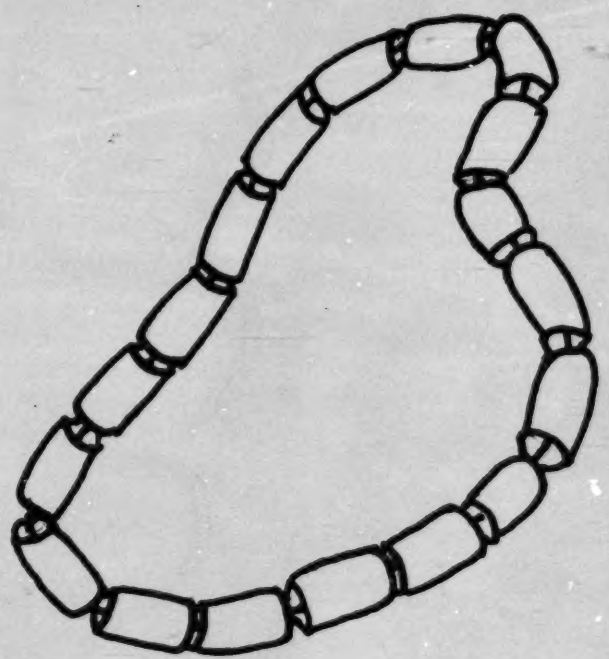
AFRICAN BEADS

MATERIALS NEEDED:

1. pictures of African jewelry and designs
2. ruler
3. newspaper or colored pages from magazines
4. pencil
5. scissors
6. sticks (use fireplace matches with tips broken off or knitting needles)
7. glue
8. tempera paint and brushes
9. shellac
10. string or thread

STEPS TO FOLLOW:

1. View pictures of African-styled jewelry; note designs.
2. Use ruler to measure and draw one inch strips on the magazine or newspaper page.
3. Cut the page into one inch strips.
4. Fold the strips in half lengthwise.
5. Use a ruler to mark a diagonal line from one corner across to the opposite corner.
6. Cut on the diagonal line.
7. Discard the part of the triangle not on the fold; open the triangle with the fold and from the large end begin rolling it tightly on the stick.
8. When the strip is completely rolled onto the stick, glue the point down and remove the bead from the stick.
9. Continue to follow steps 2-8 until the desired number of beads has been made.



10. If newspaper was used to make the beads, they may be painted and then shellacked when the paint has dried. Beads made from magazine pages do not require paint or shellac.
11. String the finished beads.

INDIAN POTTERY--COIL METHOD

Materials Needed:

1. pictures of Indian pottery
2. 2 boards about $\frac{1}{2}$" thick
3. clay
4. rolling pin
5. knife
6. slip (liquid clay adhesive--joins pieces of clay together)
7. engobe
8. brushes
9. kiln
10. water
11. glaze

Steps to Follow:

1. View the pictures of Indian pottery; note the types of pottery and the designs.
2. Place the clay between two boards; use a rolling pin on the board until the clay is about $\frac{1}{2}$ inch thick.
3. Cut a circle of clay to use for the bottom of the bowl.
4. Roll the clay into coils; score the clay (helps hold pieces together)
5. Cover one side of coil and edge of bottom piece with slip.
6. Begin winding coils around bottom piece, one coil on top of another until desired shape and size is reached.
7. Use engobe to paint on design.
8. When dry, fire in kiln.
9. Use water to wet clay; paint with glaze.
10. Fire in kiln.

ORIENTAL BLOCK PRINTS

Materials Needed:

1. Book showing Japanese block prints
2. Manila paper
3. Pencil
4. Polyprint (order from warehouse)
5. Block printing ink (water-soluble)
6. Piece of plate glass on which to roll the ink
7. Brayer for rolling ink
8. Fadeless art paper
9. A smooth stone or tablespoon for rubbing the print

Steps to Follow:

1. View examples of Japanese block prints.

2. Make desired drawing or design on paper.

3. Place paper pattern over polyprint and use a pencil to transfer pattern; press fairly hard.

4. Lift off pattern; use pencil to make indentation on polyprint deep enough so the ink won't get down into the recessed lines.

5. Place ink on plate glass.

6. Use a brayer to roll ink onto the block.

7. Place fadeless art or a soft-textured paper over the inked block, and rub paper with a smooth stone.

8. Check to see if the paper has been rubbed evenly and if the print is clear.

9. Peel off paper and let dry.

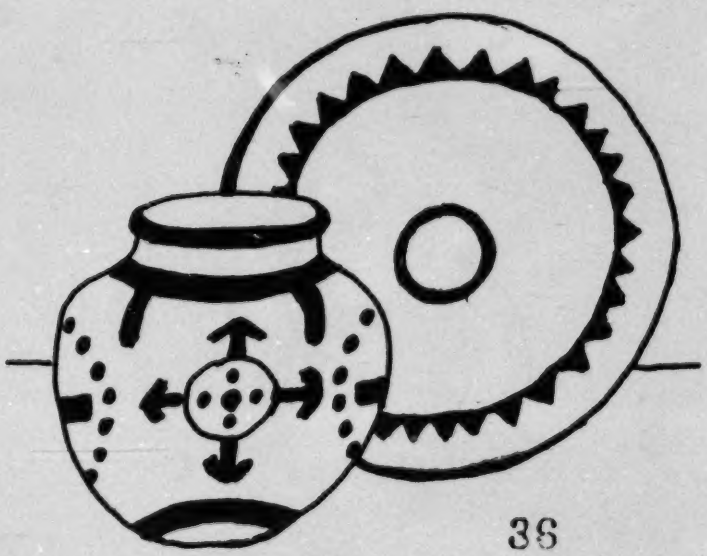
INDIAN POTTERY--PINCH BOWL METHOD

Materials Needed:

1. pictures of Indian pottery
2. clay
3. engobe (liquid colored clay)
4. kiln
5. clear glaze
6. brushes

Steps to Follow:

1. View pictures of Indian Pottery; note types of pottery and designs.
2. Take a ball of clay about the size of an orange.
3. Place thumb down into the middle of the ball; begin pinching the sides of the ball as it is rotated. (Pinching and rotating at the same time makes the walls of the bowl thinner).
4. Continue Step 3 until bowl is the desired shape.
5. Let dry until leather hard (not completely dry).
6. Apply engobe design with brush; let it dry until bone dry (completely dry).
7. Fire the bowl in the kiln.
8. Wet the bowl and then apply the clear glaze.
9. Fire the bowl in the kiln again.



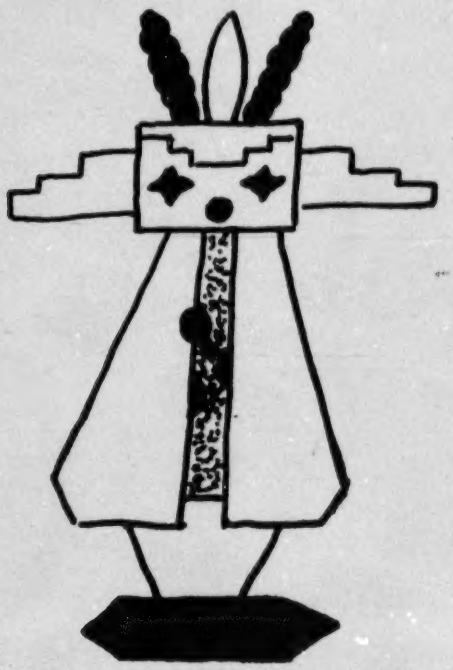
INDIAN SANDPAINTINGS

Materials Needed:

1. pictures of Indian sandpaintings (Tapestries in Sand from public library is a good resource book)
2. sand (Santa Ana River bottom sand is good)
3. powdered tempera
4. pencils
5. heavy cardboard (or masonite, wallboard or plywood)
6. glue
7. brushes

Steps to Follow:

1. Look at pictures of Indian sand paintings; do some research about them.
2. Get sand; mix sand with colored powered paints to desired colors.
3. Make a drawing on heavy cardboard or masonite.
4. Brush glue on the area to be colored (small areas work best).
5. Hand sift desired colored sand on the glue area; let dry.
6. Tilt the cardboard to remove the excess sand.
7. Continue Steps 4-6 until entire painting is done.



PAPER MACHE BOWLS
(African Designs)

Materials Needed:

1. pictures of African bowls; pottery
2. balloon (large)
3. newspaper
4. starch
5. wilhold glue
6. water
7. scissors
8. black magic markers
9. tempera paint and brushes
10. shellac or Krylon (in spray cans--liquid will run magic marker designs)

Steps to Follow:

1. View pictures of African bowls and pottery; note styles and designs.
2. Blow up ballon to desired size of bowl.
3. Tear newspaper into strips measuring approximately 1 inch by 2 inches.
4. Cover 1/2 of ballon with strips dipped in clear water.
5. Dip the remaining strips of paper into a mixture of starch, wilhold glue and water. (1/4 glue, 1/4 water, 1/2 starch).
6. Place these strips on the 1/2 of the ballon, trying to keep the surface as smooth as possible.
7. Use the strips of paper to make about 6 to 8 layers on the balloon.
8. When the paper is completely dry, pop the balloon and remove it from the paper mache.
9. Use scissors to trim the top edge of the bowl so it is even.
10. Bind the cut edge with paper strips dipped in the starch-glue mixture.
11. When the edge is completely dry, use magic markers to draw a design on the bowl.
12. Paint the bowl with tempera paints.
13. Spray Krylon or shellac on the finished product.

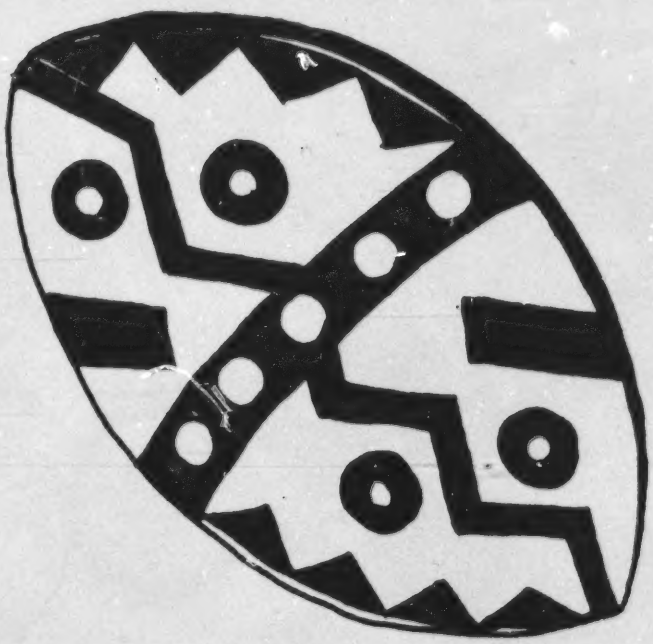
AFRICAN SHIELD REPLICAS

Materials Needed:

1. pictures of African shields and designs
2. Posterboard
3. scissors (or razor blade cutting tool)
4. black magic markers
5. tempra paint and brushes

Steps to Follow:

1. View pictures of African shields or African designs.
2. Cut the posterboard the desired size of the shield.
3. Use a magic marker to draw the design on the shield
4. Use tempra paints to paint the sections of the design.



AFRICAN CLAY MASKS

Materials Needed:

1. pictures of African masks
2. white clay
3. clay boards (1 nice to have, but not necessary)
4. plastic cleaning bags
5. brown shoe polish (liquid)
6. Krylon pastic spray

Steps to Follow:

1. View pictures of African masks; note shapes and designs.
2. Use the clay to form a mask.
3. The clay should dry slowly on the clay board; cover the masks lightly with a pastic cleaning bag at first.
4. When the clay is dry, stain it with the brown shoe polish.
5. Use the plastic spray to create a shiny, varnished effect.

PLEASE NOTE: Masks may be let to dry until bone dry and then fired in a kiln.

PATCHWORK QUILT - CRIB SIZE

Materials Needed:

1. Scissors
2. Scraps of materials
3. Needle
4. Thread
5. Sewing machine (desirable, but quilt may be entirely hand sewn)
6. Two yards of cotton material for backing of quilt
7. An old soft blanket, or cotton or polyester batting for middle of quilt.
8. Yarn

Steps to Follow:

1. Cut squares of materials, 3 in. squares.

2. Hand sew 9 squares together to form blocks about 9 in. square.

3. Sew these blocks together to form desired size for quilt. (At this point a sewing machine with a zig-zag stitch for added strength may be used).

4. Pin together backing, batting, and sewed quilt blocks.

5. Bring backing over the edge of the quilt to form binding; stitch on machine.

6. Tie the quilt with yarn at the corners of the 9 in. squares and in the middle of each block.

DECOUPAGE - EARLY AMERICAN PLAQUES

Materials Needed:

1. Wood
2. Sandpaper (coarse and fine)
3. Picture
4. Scissors
5. Mod-podge (directions are easy to follow; directions also have helpful hints for successful projects).

Steps to Follow:

1. Select wooden block or plywood the desired size.
2. Sand the block until very smooth; first use a heavy grained and then a fine grained sandpaper.
3. Cut picture to desired size to fit wood.
4. Paint on a coat of mod-podge. Place picture on wood.
5. Smooth out picture with fingers or roller.
6. Paint second coat of mod-podge. It will look milky. Let dry until clear.
7. Paint about eight coats successively in same manner.
8. Sand the final coat with a very fine sandpaper.
9. Make hanger on back.

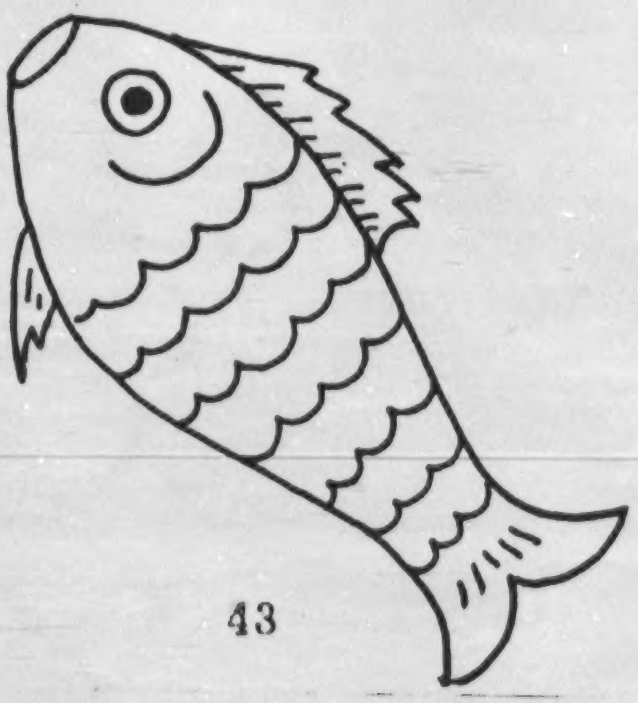
JAPANESE CARP KITES

Materials Needed:

1. Pencils
2. Tissue paper (2 sheets must be the same color)
3. Crayons
4. Scissors
5. Wilhold Glue
6. String
7. Stapler

Steps to Follow:

1. Put tissue sheets together; one side. Draw the fish as large as possible.
2. Turn both sheets over, keeping pieces together, and draw the second fish by tracing it.
3. Draw designs on the fish (making both fish the same).
4. Color designs.
5. Cut out the fish.
6. Glue the edges of the fish together except at the mouth.
7. Stuff the fish with the tissue paper scraps left over after cutting out the fish.
8. Staple string at either side of the mouth so it can be hung.



MARACAS

Materials Needed:

1. Newspapers
2. Starch
3. Glue
4. Light bulbs
5. Cut, colored tissue paper
6. Krylon plastic stray or hair spray

Steps to Follow:

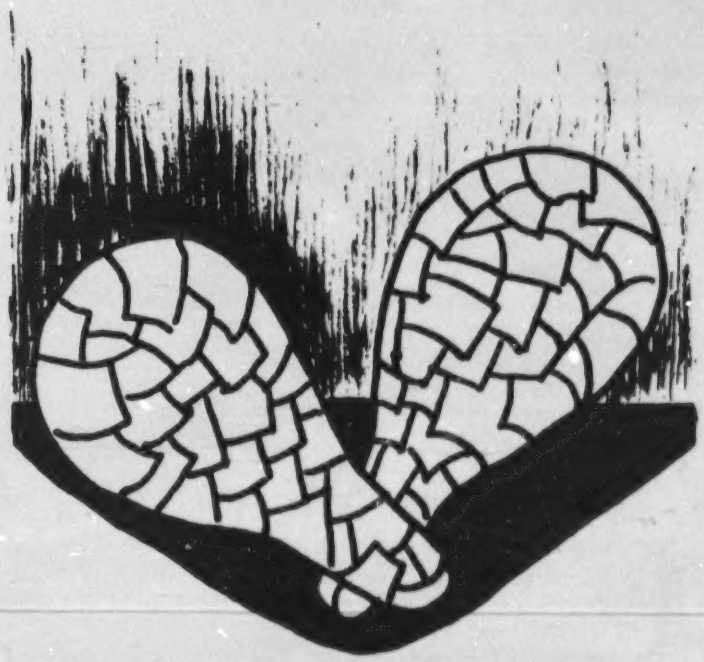
1. Tear newspapers into small pieces.

2. Place small pieces of newspapers dipped in a starch and glue mixture over light bulb. Make about 7 or 8 layers (Starch mixture: ¼ glue, ¼ water, ½ starch).

3. Place about 3 layers of colored tissue dipped in starch solution on light bulb.

4. Shellac light bulbs, or spray with plastic spray or hair spray.

5. When they are dry, crack the light bulbs by hitting them on a hard surface.



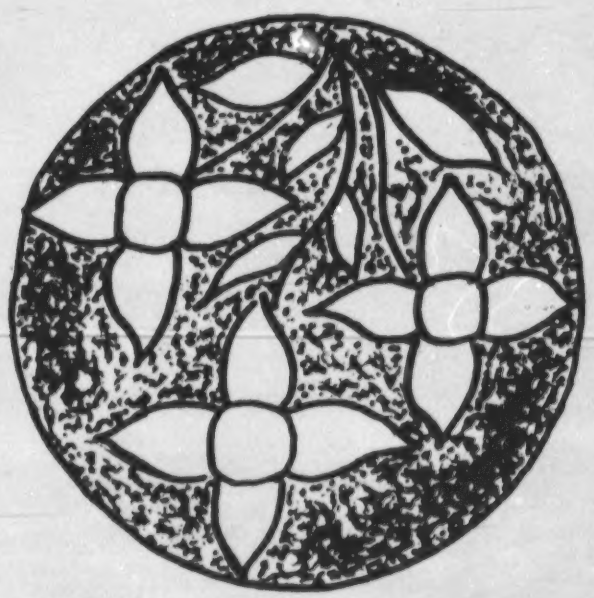
ANTIQUED SILVER WALL PLAQUES

Materials Needed:

1. Scissors
2. Cardboard
3. Egg cartons
4. Glue
5. Jute or yarn
6. Foil (heavy duty is best)
7. Black liquid shoe polish
8. Steel wool
9. Black construction paper
10. Tape

Steps to Follow:

1. Cut bardboard circle about nine inches in diameter.
2. Cut three flowers from egg carton cups.
3. Glue them on the cardboard.
4. Glue stems on the flowers made from jute or yarn.
5. Cut leaves from the top of the egg carton. Glue them on the cardboard.
6. Cover entire circle (flowers, leaves, stems included) with glue.
7. Place sheet of foil over circle.
8. Starting from the center press it down over the entire plaque.
9. Cover entire plaque with black liquid shoe polish.
10. When polish is dry, buff higher areas with steel wool.
11. Cut circle of black construction paper and glue to back.
12. Make hanger from string or jute and piece of tape.



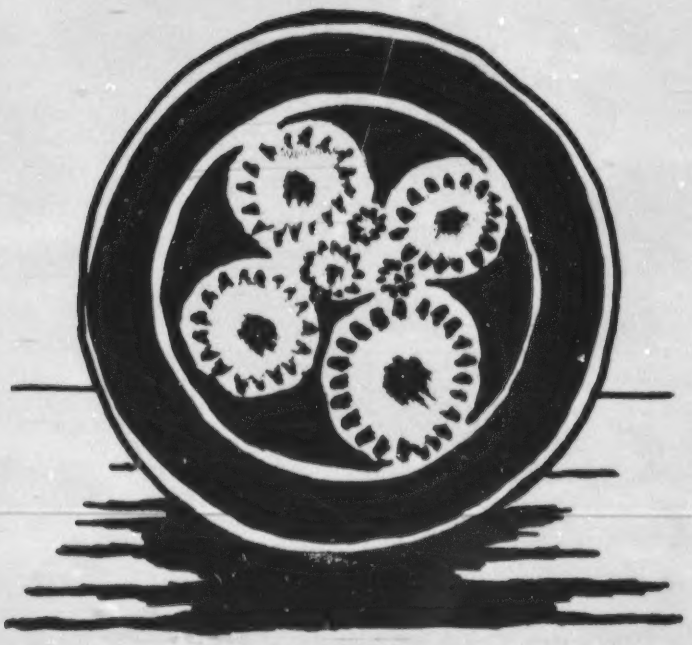
BRIGHT-COLORED PLATES

Materials Needed:

1. Brushes
2. Paper plates
3. Tempera paints
4. Shellac

Steps to Follow:

1. Paint paper plate black - let dry.
2. Paint flowers on plate with tempera - let dry.
3. Shellac.



AFRICAN DESIGN BLOCK PRINT

Materials Needed:

1. Pictures of African clothing, designs
2. Scissors
3. Polyprint (can be ordered from district warehouse)
4. Pencils
5. Paper - unlined
6. Brayer (a small roller for inking by hand)
7. Block printing ink--water-soluble
8. Bleached muslin
9. Piece of glass to roll ink on
10. Smooth stone (or large tablespoon)

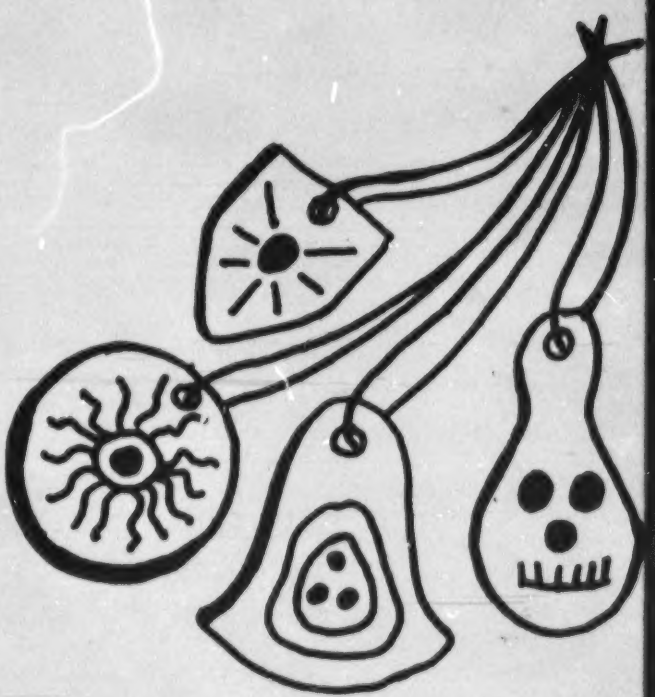
Steps to Follow:

1. View the pictures of African clothing; note the types of designs, and patterns.
2. Cut the polyprint the size of the block you desire (a recommended size is a 6" x 3" block).
3. Use a pencil to draw a geometrical design on paper the exact size of the block.
4. Transfer the design to the block by placing the pattern on the block and drawing over the design with your pencil.
5. Lift off the pattern and use a pencil to go over the design on the block, pressing hard.
6. Use the brayer to roll the printer's ink on the block.
7. Place the inked side of the block on the material; rub the back of the block with a smooth stone to get a uniform print.
8. Repeat Step 7 over and over to form a border or an over-all pattern on the material.

AFRICAN PENDANTS

MATERIALS NEEDED:

1. pictures of African jewelry (from textbooks and resource books)
2. clay
3. two sticks for each child (about ½" x 3/8")
4. rolling pin
5. scissors
6. paper
7. pencil
8. table knife
9. engobe (liguid clay)
10. brushes
11. clear glaze
12. kiln
13. leather (or string, shoestrings, yarn, etc.)



STEPS TO FOLLOW:

1. View and discuss pictures of African jewelry
2. Roll the clay between two sticks with the rolling pin (for uniform thickness of clay)
3. Cut a pattern for desired shape of pendant from paper.
4. Design pendants in one of the following ways:
   a. use pencil or small stick to incise a design
   b. use engobe to paint a design
   c. use pencil to incise a design; fill incised design with engobe; when dry, scrape pendant to get rid of excess engobe
5. Use a pencil to make a hole at the top of the pendant; the string will go there. Let the clay dry until leather hard (almost completely dry)
6. Smooth clay edges with water; brush with clear glaze
7. Fire the pendants in a kiln
8. Tie on the leather thong, shoestring, etc.

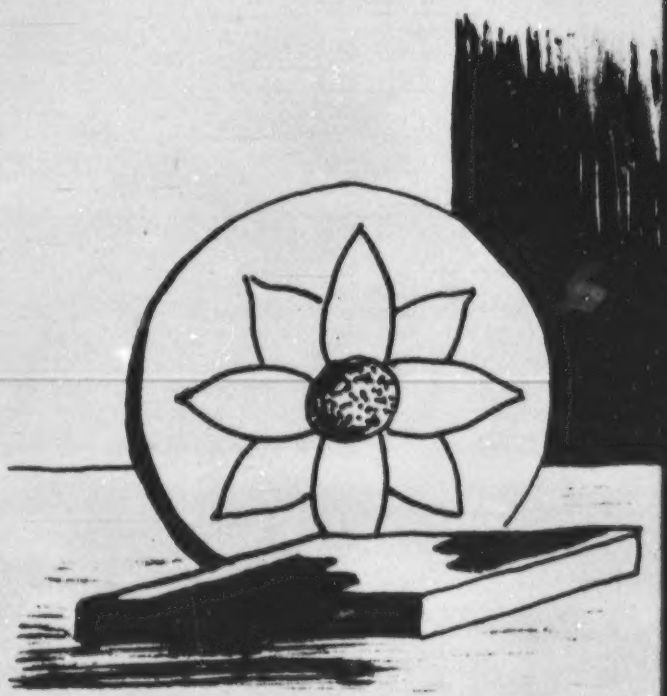
CLAY TILES

Materials Needed:

1. Clay
2. Oilcloth
3. Two sticks about 3/4" wide
4. Rolling pin
5. Construction paper, pencil
6. Scissors
7. Table knife
8. Water
9. Engobe liquid color clay--about 3 different colors
10. Brush
11. Kiln
12. Clear glaze

Steps to Follow:

1. Take a ball of clay about the size of a grapefruit.
2. Place clay on rough side of oil cloth; place two 3/4" sticks on either side.
3. Pat clay down by hand until it is a little higher than the sticks.
4. Roll the clay flat with the rolling pin; the rolling pin should ride on the sticks.
5. Cut a round or square pattern the desired size from paper.
6. Place pattern (template) on clay and cut out with knife (knife should be held straight up and down when cutting).
7. Smooth the edges. Let dry leather hard (clay will be hard but not completely dry).
8. Use water to smooth back and sides again. Let dry.
9. Paint on engobe design with brush. Let dry, bone dry.
10. Fire in kiln.
11. Wet clay with clean water; brush on glaze.
12. Fire again.



ESCUDO NACIONAL de MEXICO

BENJAMIN BANNEKER

ASTRONOMER, INVENTOR, MATHEMATICIAN

(1731-1806)

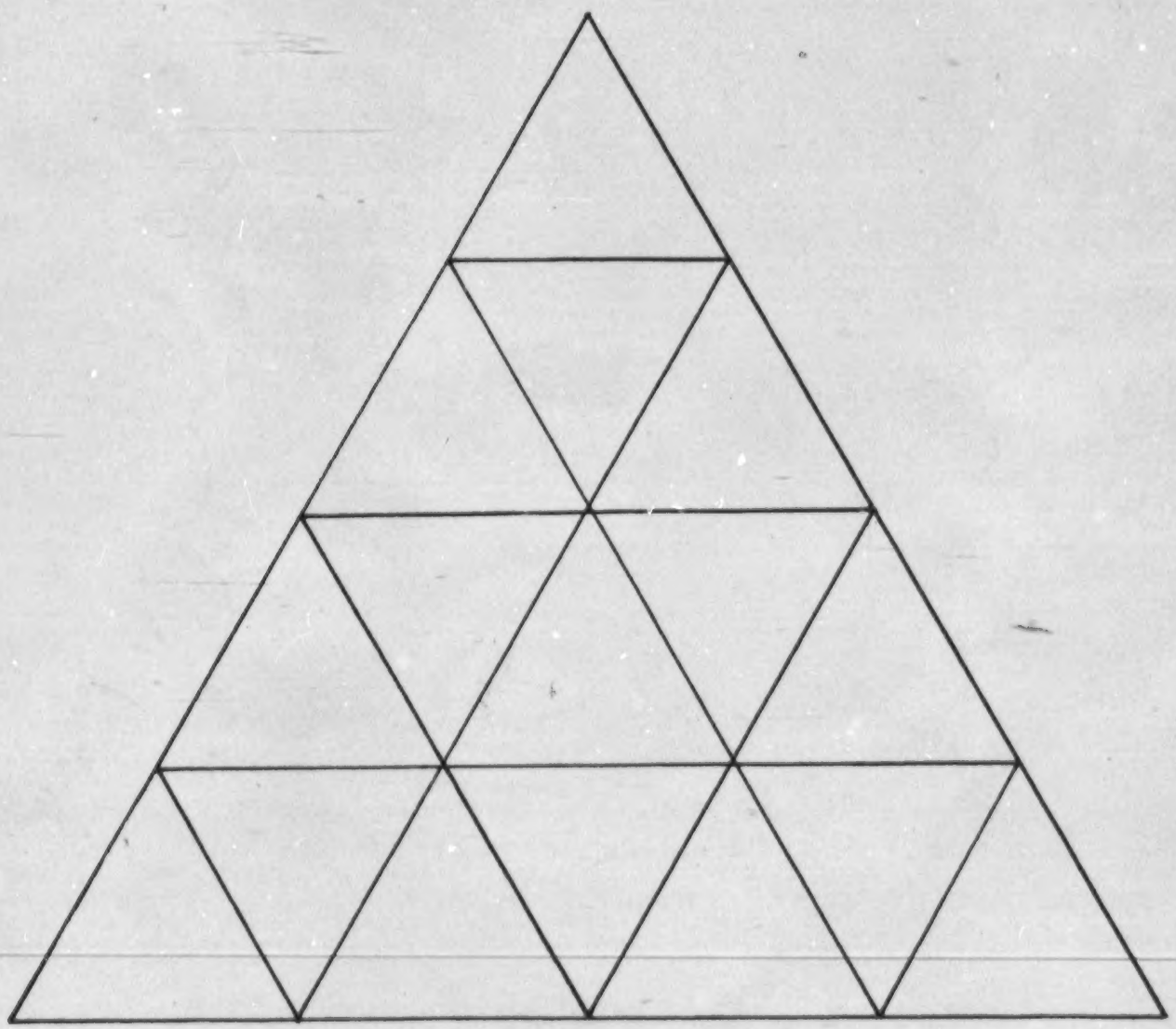
Benjamin Banneker had a free mother and a slave father. Fortunately, he was never forced to become a slave. At the age of six he began to spend all of his spare time studying science and mathematics. He spent hours and hours trying to solve difficult problems by logical reasoning. He spent many nights outdoors studying the stars. Astronomy became one of his favorite subjects. He published his observations in one of the first almanacs printed in our country.

In 1761, Banneker became the first American to make a clock with parts entirely from the New World. He had never seen a clock before, but he used the pattern of a small watch he had seen.

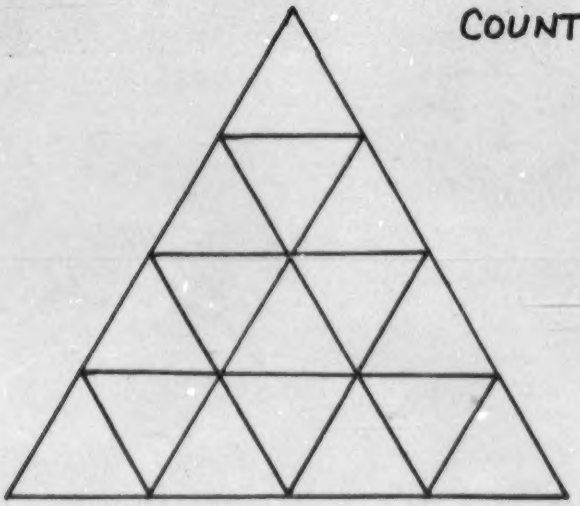
President George Washington appointed a commission to plan a permanent site for the capital of our country; Benjamin Banneker was invited to be a member of that commission. When the head of the commission left the country permanently, Banneker took the responsibility of finishing the job. He completed the task from memory. It is said that Benjamin Banneker was the principal force in the planning of our present-day capital, Washington, D.C. His influence can be seen every day in the symmetric design of the street.

Benjamin Banneker was truly a genius. His contributions to his country caused many men living in those times to change their minds about the ability of Black people to learn.

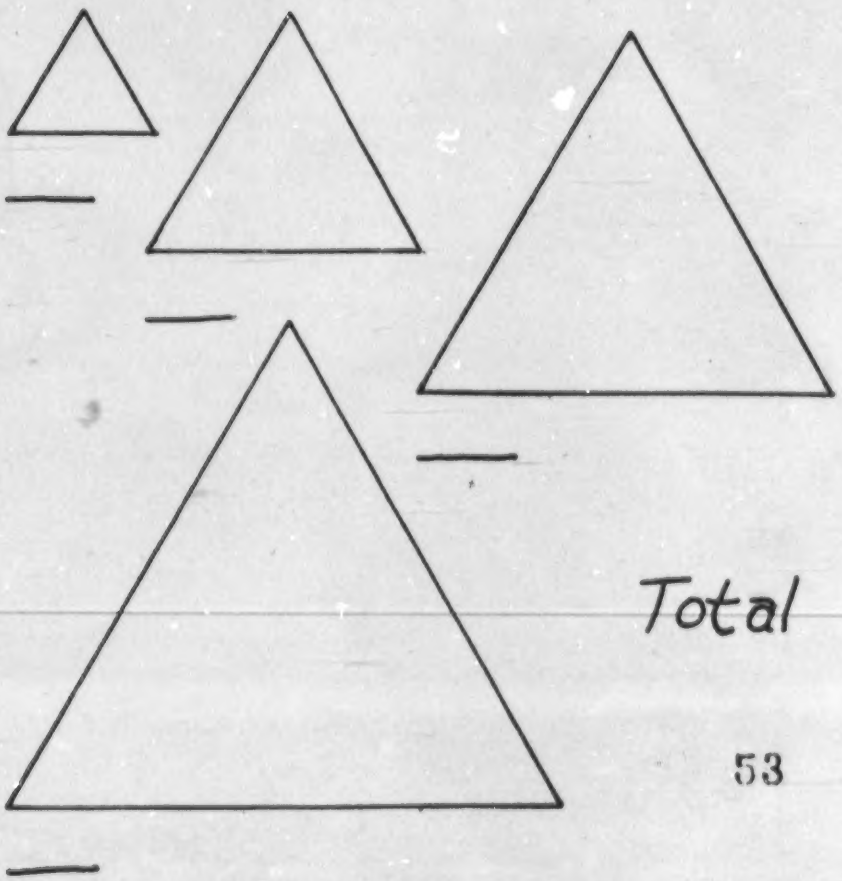
COUNT THE TRIANGLES



COUNT THE TRIANGIES



Count the number of triangles of each size and add them together.



Total ___

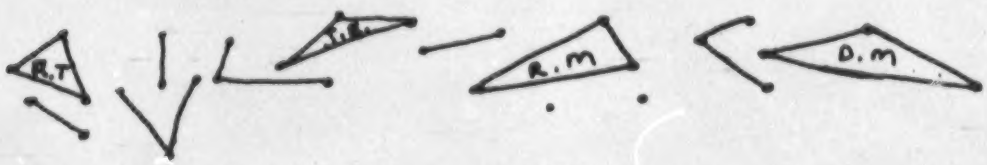
CHINA

Building a Triangular House

After everyone chooses a partner, each couple is given paper and pencil. One child draws many dots, at random, all over the paper. Then he and his partner take turns drawing a single line to join two dots.

After several turns, one of them will have joined three dots to form a triangle with no dot inside. He may then have a second turn.

Each triangle or "house" must stand alone. The player who draws the <u>third</u> line writes his initials in the center of the triangle to establish ownership. When all dots on the paper are joined, the player with the most triangular houses is the winner.



THE LIMBO

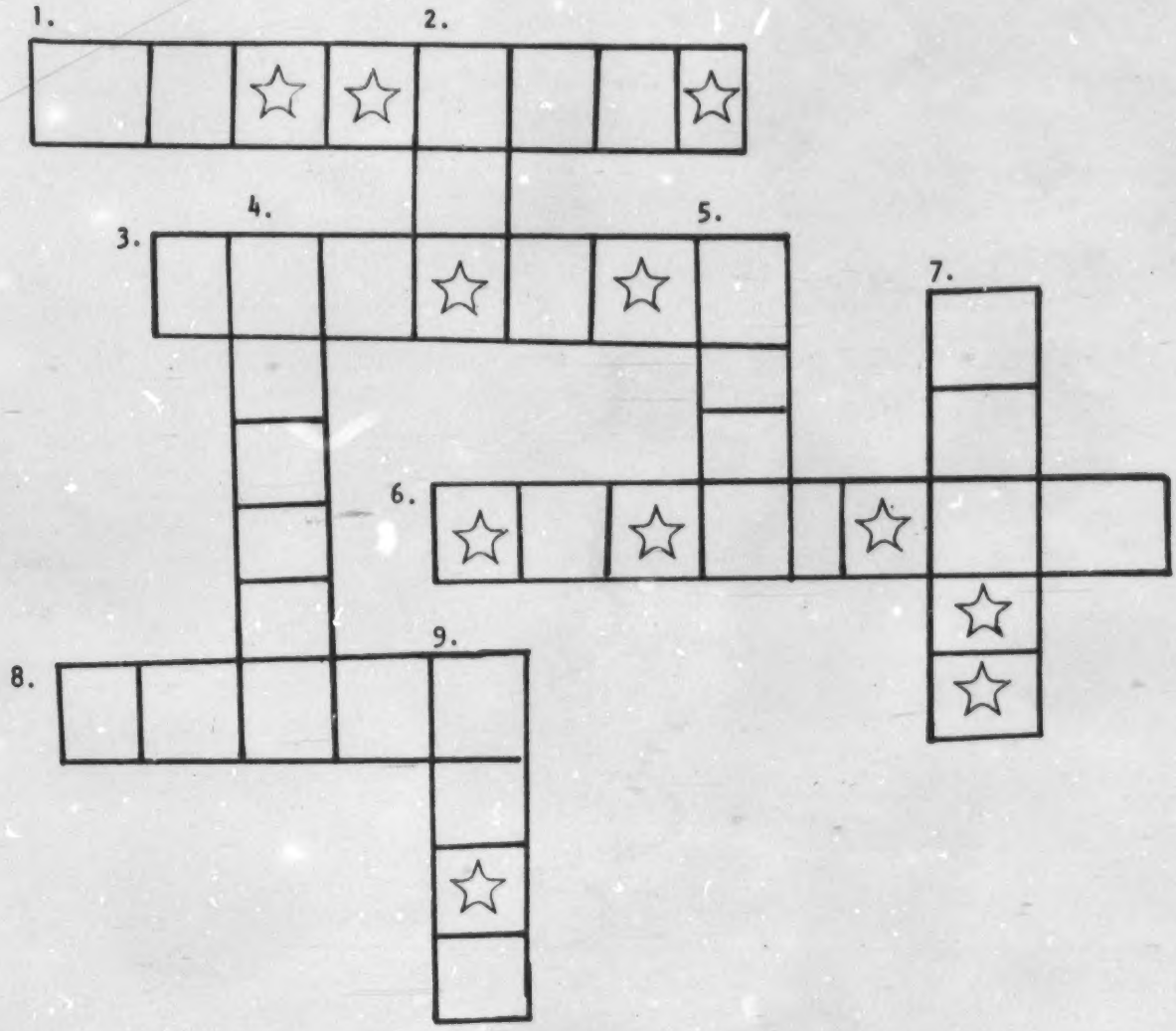
During the 1950's Americans and Europeans vacationing in Trinidad became fascinated by a native ritual that is part dance and part callsthenic workout. Since then, this dance, called "The Limbo", has spread throughout the Caribbean area and has been carried back to America and Europe by the tourists.

The Limbo originated over a hundred years ago aboard the ships transporting slaves from West Africa to England, the West Indies, and America. Captive slaves were crowded into the holds of the ships; their hands and feet were bound in chains; the chains were attached to an iron bar. To limber up their stiff, cramped limbs, the slave men and women devised an exercise to see who could pass beneath the iron bar without touching it with their bodies. Later, after the West Indies' slaves were freed, the dance continued to be a test of strength, performed at carnivals and on festive holidays.

The object of The Limbo is to go under the bar in rhythm to the music of a steel band. It's customary to start with the bar at a height of four feet. The bar is continually lowered until there reamins only one person who can go under it without touching it or falling.

THE LIMBO

1. Complete the Crossword Puzzle. Many of the answers are words from the story.
2. Write down all of the letters which appear in the stars.
3. Unscramble the letters to form two words which mean "Limbo".



ACROSS

1. a time to relax
3. what the slaves dance under (two words)
6. the island where the limbo began
8. what the story was about

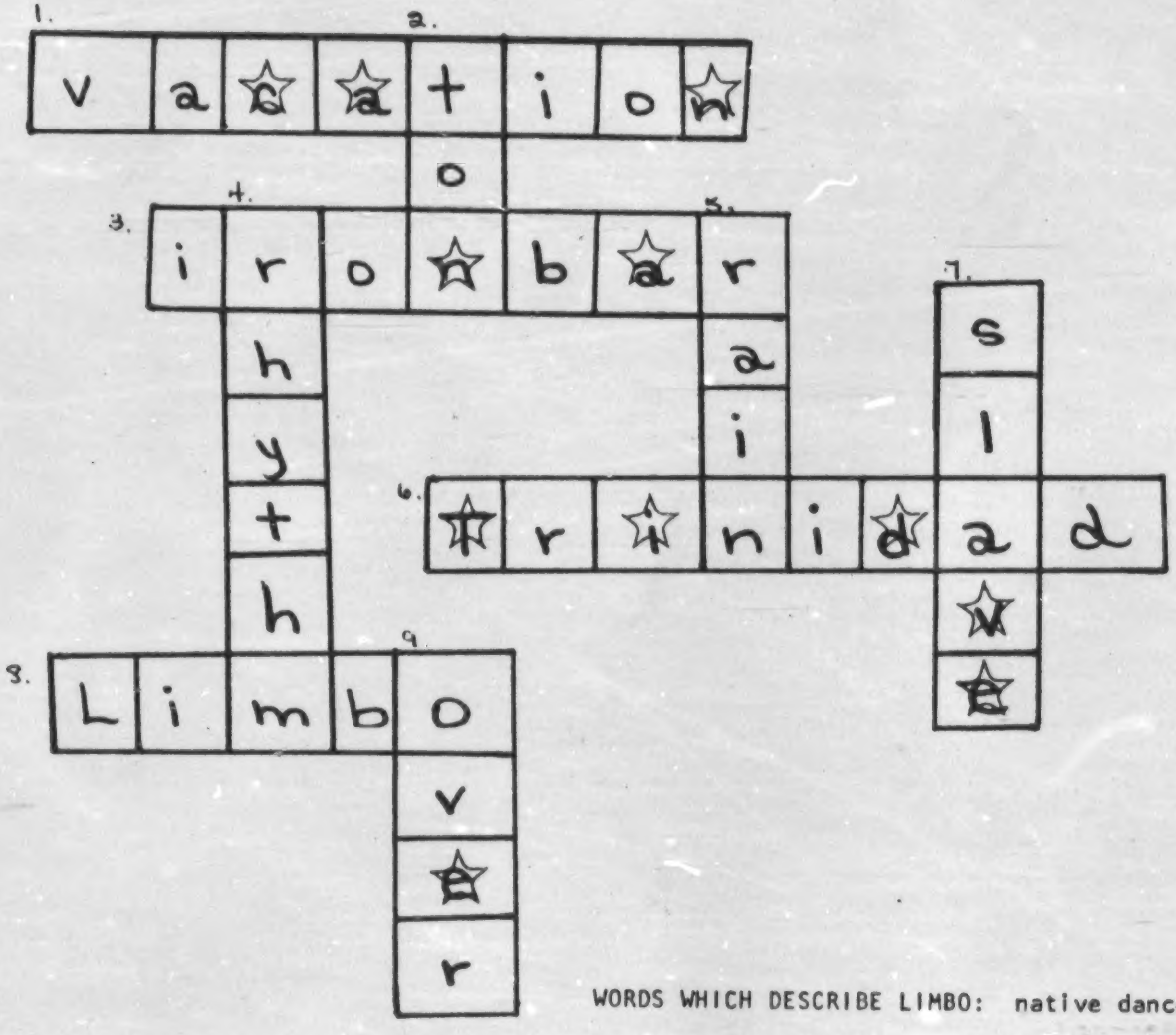
DOWN

2. 2000 pounds
4. In music: a beat happening over and over
5. water coming from the sky
7. a person who was not free, who was owned by someone else
9. opposite of under

ANSWER KEY:

THE LIMBO

1. Complete the Crossword Puzzle. Many of the answers are words from the story.
2. Write down all of the letters which appear in the stars.
3. Unscramble the letters to form two words which mean "Limbo".



WORDS WHICH DESCRIBE LIMBO: native dance

ACROSS

1. a time to relax
3. what the slaves dance under (two words)
6. the island where the limbo began.
8. what the story was about

DOWN

2. 2000 pounds
4. in music: a beat happening over & over
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7. a person who was not free, who was owned by someone else.
9. Opposite of under

JOHN HENRY

Suggested items and activities for a learning center on this folk hero:

Items Needed:

Film strip
Cassette tape or record
Story of John Henry (on activity cards in this file)
Verses of songs about John Henry (on activitie cards in this file)
Paper (lined and unlined)
Follow-up activities

Activities:

Students could copy some verses of the songs for a handwriting exercise.

Students could practice singing the songs for a class "sing along".

Students could view the filmstrip and illustrate a portion of the verses of the songs.

JOHN HENRY

Folk songs in America have always enjoyed great popularity. One of the most famous American folk songs concerns a Black railroad worker named John Henry. No one knows for sure whether John Henry was a real person or simply a symbol of strength, courage and endurance. Whether he was real or not, people today still sing about his life and deeds.

Stories say that John Henry was six feet tall and weighed about two hundred pounds. He was known as the steel-driving champion of the country. People said that when John Henry's hammer hit a drill on one side of the mountain, those on the other side would feel an impact like that of a thunderbolt.

The verses of the songs about John Henry will tell you much about his life and the kind of work he did. What do you think? Was John Henry a real person?

SONG OF JOHN HENRY

John Henry was a little baby, sitting on his mother's knee,
He picked up a hammer and a little piece of steel, saying,
"A hammer'll be the death of me, O Lord,
A hammer'll be the death of me."

John Henry was a man just six feet in height,
Nearly two feet and a half across the breast.
He'd take a nine-pound hammer and hammer all day long,
And never get tired and want to rest, O Lord,
And never get tired and want to rest.

John Henry was a steel-drivin' man,
He drove all over the world.
He came to Big Bend Tunnel on the C. and O. Road
Where he beat the steam drill down, O Lord,
Where he beat the steam drill down.

John Henry said to his captain,
"A man ain't nothin' but a man,
And before I let that steam drill beat me down,
I'll die with the hammer in my hand, O Lord,
I'll die with the hammer in my hand."

John Henry was hammerin' on the mountain,
And his hammer was strikin' fire.
He drove so hard till he broke his poor heart,
And he lied down his hammer and died, O Lord,
He lied down his hammer and he died.

Well, they've taken John Henry to Washington,
And they've buried him in the sand.
There's people from the East, there's people from the West
Come to see such a steel-drivin' man, O Lord,
Come to see such a steel-drivin' man

John Henry had a pretty woman,
And the dress she wore was blue,
And the very last words she said to him,
"John Henry, I've been true to you, O Lord,
John Henry, I've been true to you."

VERSES SUNG ABOUT JOHN HENRY

Around 1873, the railroad brought a new invention, a steam drill, to the construction site where John Henry worked. The machine would replace many workers since it could do the work faster and better. The men declared that no machine could beat John Henry, and so a contest was arranged. If John Henry could beat the steam drill in 35 minutes, he would win one hundred dollars. People came from miles around to view the event. Everyone in the crowd sang the verses below as John Henry worked to beat the steam drill:

This hammer am a-ringin'
The steel am a-singin'
I'll put the hole on down, boys,
Huh-huh, huh-huh.

This old hammer
Ring-a like silver.
Shine-a like gold, boys,
Shine-a like gold.
Uh-huh, uh-huh.

I have hammered
Four years long.
I have hammered
Four years long.
Uh-huh, uh-huh.

At the end of the contest he had drilled two holes, each seven feet deep. The steam drill had drilled only one hole, nine feet deep. John Henry won the prize. He went home and told his wife Lucy Ann that he was tired and didn't feel well; he died during the night.

MORE VERSES ABOUT JOHN HENRY

Sunshine hot and burnin'
Weren't no breeze at all,
Sweat ran down like water down a hill
That day John Henry let his hammer fall, O Lord,
That day John Henry let his hammer fall.

The women all knew John Henry.
They knew he was so neat and so fine.
The Big Bend Tunnel on the C. and O. Road
Is the place where John Henry went blind, O Lord,
Is the place where John Henry went blind.

John Henry said to his shaker,
"Boy, you'd better pray,
For if I miss this six-foot steel,
Tomorrow'll be your burying day, O Lord,
Tomorrow'll be your burying day.

John Henry said to his shaker,
"Man, why don't you sing?
I'm throwing' twenty pounds from my hips on down,
Just listen to the cold steel ring, O Lord,
Just listen to the cold steel ring."

JARABE TAPATÍO

The Jarabe Tapatío is Mexico's national folk dance. It originated in Guadalajara, Jalisco, around 1920.

The dance consists of nine gay, captivating melodies and dance figures. The dancers dance with their heels and toes, beating a strong rhythm to the music. Climaxing the dance, the dance movement called "The Dove" is performed by the dancers, during which time the man follows the girl as she dances around the broad brim of his sombrero. As she stoops to pick it up, he passes his right leg over her. They finish by facing the audience and dancing back and forth to the "Diana", the man's arm around the girl. The girls wear the China Poblana costume and the men that of the charro.

The China Poblana costume consists of a long full green flannel skirt with a red yoke, trimmed with sequins, and a white blouse, usually trimmed with red, white, and green designs. It is worn tucked inside the skirt. A folded rebozo is thrown over the shoulders and is crossed in front. Red, white and green bows in the hair complete the costume.

C1

El Jarabe Tapatío

A MEXICAN FOLK DANCE: CHIAPANECAS
(Clap Hands Dance)

Starting position: Couples in large double circle facing Counter-Clockwise, inside hands joined, girls on outside holding skirts wide with outside hand.

Introduction: Sway in place.

Step 1.
Balance forward onto outside foot;
Balance back onto inside foot;
Balance forward onto outside foot;
Clap! Clap! and turn to face opposite direction (Clockwise)
Repeat above step, ending by turning to face partner and joining hands.

Step 2.
Balance away from partner;
Balance toward partner;
Balance away from partner;
Clap! Clap! (own hands)

Step 3.
Moving sideward CCW, step, close; step close; pause; tap, tap (trailing foot).
Reverse direction, still facing partner, moving Clockwise.
Step, close; step, close; pause; tap, tap (trailing foot).

Step 4.
With slow, sauntering walking steps, pass partner right should to right shoulder, then back to back, then diagonally backward toward right, to face new partner. (This is a do-sa-do). Repeat all, with a new partner each time.

The Legend of the China Poblana

According to the Legend of the China Poblana, there lived a beautiful Chinese princess. She loved to travel, and everyday she would go near the sea to see the ships come and go. One day, she left with one of these ships. On the voyage, pirates attacked the ship, taking the princess to the coast of Mexico where they sold her to a young Mexican who lived in a town called Puebla, hence the name Poblana. The young man fell in love with her and married her. They both lived very happily in Puebla. She was so friendly and kind to the Mexicans that the ladies in the town began to imitate her dress, changing it according to the Mexican style.

When the princess died, all the women in the town dressed as did the princess and called themselves China Poblanas in honor of the Chinese girl and the town in which they lived. From then on this dress has been considered the typical dress of the Mexican women. A literal translation of La China Poblana might be "The Chinese Girl from Puebla."

Description of Dress: The name China Poblana is given to a girl who wears this dress at fiestas. The skirt is full and has the colors of the Mexican Flag--green, white and red. An eagle (aguila) can also be seen in the wide skirt. The skirt is usually made by hand, with embroidery (bordado) and sequins (lentejuelas).

The blouse is white with embroidery of flowers in the sleeves and collar. On her shoulder, she wears a rebozo of various colors. In most cases the colors of the Mexican Flag are repeated. She wears a beautiful wide hat and bows in her braids.

CHINA
POBLANA

El Charro

The charro costume is the one traditionally worn by the caballeros or horseback riders. Caballero is also the word for "Gentleman," as supposedly in earlier days only the upper classes, knights and nobility, could afford horses or time enough to ride for fun as well as transportation. Therefore, the charro is the show-off or expert horseman, while the vaquero is the one who takes care of the vacas, literally the "cowmen."

Now a word about the jarabe. You will find it in the dictionary to mean syrup or a sweet drink, but it also refers to the name of a popular folk dance, which has the fast, typical heel-tapped rhythm of the Mexican Hat Dance. It is danced with variations in melody and does not require the China Poblana or any special costume.